The Commonwealth of Massachusetts

State Teachers College at Fitchburg

1932

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1931/32

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COLLEGE ADMINISTRATION BUILDING

The Commonwealth of Massachusetts

State Teachers College at Fitchburg

Junior High School Department
Practical Arts Department
Elementary Department, Three Years

1932

CAT
1931/32

The Department of Education

Payson Smith
Commissioner of Education

Frank W. Wright
Director, Division of Elementary and Secondary Education
and Teachers Colleges

George H. Varney
Business Agent

Arthur B. Lord
Supervisor of Office Organization

FACULTY

CHARLES M. HERLIHY, President

Elementary and Junior High School Department

Preston Smith	Science
Elizabeth D. Perry	Music
Mary McConnell	Arithmetic and English
Sarah E. Lamprey	Handwork and Drawing
Katherine M. McCarty	Reading and Language
Florence D. Conlon	Handwork and Drawing
Arthur C. Harrington	History, Civics, Sociology
John L. Randall	Nature Study, Gardening, Biology
Susan M. Williams	English
Cora M. Hassell	Librarian, Library Instructor
Marion L. Webster	Geography
Frank A. Crosier	Physical Training
Ralph F. Weston	Mathematics and Related Work
Gertrude E. Bradt	Dean of Women, Ethics
Harry F. Percival	Psychology and Pedagogy
Hattie L. Hawley	Psychology and History
Josephine Bolger	Physical Training

Practical Arts Department

Willis B. Anthony	Director
Charles E. Akeley	Woodfinishing and Glazing
Frank S. Livermore	Printing
C. Blair MacLean	Mechanical Drawing, Blackboard Drawing
Lawrence E. Landall	Woodworking
Arthur E. Purinton	Metal Work

Schools for Observation and Practice

Clinton E. Carpenter	Director
Emma J. Southwick	Asst. Supervisor Music
Marguerite L. Gourville	Asst. Supervisor Physical Training
Thomas C. Sawyier	Penmanship

Junior High School

Edwin R. Clark	Principal
*Anna E. Simmons	Geography, Science
Lina Grammont	French, English
Gertrude M. Cunningham	History
Edward Knowles	Arithmetic, Science
Henry P. Healy	Arithmetic and English
Charles G. Hapgood, Substitute	Geography, Science
Gertrude L. Fiske	Household Arts

Edgerly School — *First Six Grades*

Louise Wingate, Principal
Maude L. Craig, Supervisor
Elma M. Johnson, Supervisor
*Rachel S. Bruce, Supervisor
Mabelle A. Tompkins, Substitute Supervisor

Day Street School — *First Six Grades*.

Marion F. Anthony, Principal
Katherine F. McConnell, Supervisor
Marie M. Gearan, Supervisor
*Helen F. Loud, Kindergartner
Miriam E. Fosdick, Substitute Kindergartner

Highland Avenue School — *First Three Grades*

Irene L. Smith, Principal

Administration

Maud A. Goodfellow, Chief Clerk
Helen M. O'Horo, Senior Clerk
Rauha Wayrynen, Junior Clerk
Lewis Fish, M.D., Medical Examiner

*Absent on leave

CALENDAR

1932

January 4, Winter term begins
January 29, First Semester ends
February 1, Second Semester begins
February 22, Washington's Birthday
February 26, Winter term ends
March 7, Term begins
March 25, Good Friday
April 19, Patriots' Day
April 29, Term ends
May 9, Term begins
May 21, Alumni Reunion
May 30, Memorial Day
June 2, 3, Entrance Examinations
June 20, Graduation
July 5, Summer School opens
July 30, Summer School closes
September 6, Schools of Observation and Practice open
September 7, 8, 9, Normal School Conference
September 12 and 13, Entrance Examinations
September 14, Normal School opens
October 12, Columbus Day
November 11, Armistice Day
November 24 - 27, Thanksgiving Day Recess
December 23, Fall Term ends

1933

January 3, Winter Term begins
January 27, First Semester ends
January 30, Second Semester begins
February 22, Washington's Birthday
February 24, Winter Term ends
March 6, Term begins
April 14, Good Friday
April 19, Patriots' Day
April 28, Term ends
May 8, Term begins
May 20, Alumni Reunion
May 30, Memorial Day
June 19, Graduation

BUILDINGS AND GROUNDS

State Teachers College

FITCHBURG, MASSACHUSETTS

A State Program of Teacher Training

The State of Massachusetts provides a comprehensive program of professional preparation for teaching in ten Teachers Colleges. The department of education has established uniform policies governing the administration of these Colleges for the purpose of insuring the best possible training for the teachers of the children in the public schools.

Since the founding of the first normal school in America at Lexington ninety years ago, Massachusetts has adhered strictly to the principle that such schools shall be conducted solely for teacher training and not for the more general purpose of furnishing higher education of an academic type.

Admission to a normal school is therefore restricted to high school graduates who wish to specialize in the field of teacher preparation. Reasonably high standards of scholarship in secondary school work are required for admission by certificate or examination. In addition, every applicant must pass a physical examination by the school physician and present evidence of possessing those traits of character and personality essential to teaching.

Despite the surplus of normal school graduates in 1930, it is fair to state that school departments in Massachusetts are ready to employ after graduation those young men and women whose records in normal school show that they possess sound habits of study, high moral character, teaching aptitude, and a love for children and school work. The opportunities in this field today were never better for those who possess better than average intelligence and a genuine desire to serve.

College Training Facilities

The state Teachers College at Fitchburg has a desirable site, covering twenty-three acres of land in a district that is convenient to the center of the city and railroad and bus connections. The location is on high land. The outlook is most attractive, including Mt. Wachusett on one side and Pearl Hill on the other.

The property consists of the main College building, two dormitories, a training school for elementary grades, a Junior High School and Practical Arts building, a modern heating plant, a large athletic field, a greenhouse, vegetable and flower gardens, and a hillside with an excellent variety of trees and shrubbery utilized for nature study. The property has an elevation of 600 feet above sea level and is recognized as a healthy place for school work. The main building contains the administrative offices, class rooms, lecture hall, library, laboratories, locker rooms and rest rooms for commuting students, gymasium and shower baths.

In addition to the two training schools on the property, the school has the use and direction of two additional elementary and primary school buildings owned by the city in the immediate neighborhood. Six hundred pupils are enrolled in these four training schools. A kindergarten is conducted in the D. M. Dillon School. These excellent training school facilities constitute undoubtedly one of the most desirable and helpful features of this school's work.

Health and Recreation

Provision is made for the physical welfare of students through organized sports and games, including gymasium work, basketball, baseball, soccer, tennis, hikes, field hockey, skiing, swimming, and health clubs. The water sports are at a lake some distance away but easily reached by trolley. Opportunities are provided the men students to act as leaders of Boy Scout troops.

The health of students is carefully guarded both by physical training with its attendant instruction in hygiene, and by the presence of a trained nurse who serves as matron of one of the dormitories. A suite of several beds is reserved as an infirmary, where upon occasion students in need of quiet surroundings or especial care, or who may have been exposed to any contagion, may be isolated. The nurse is also at the service of students who consult her about minor ailments, and is prompt to call a physician when symptoms are such as to require medical treatment. She also co-operates with the instructor of hygiene and physical education, supplements the school physician in guarding the welfare of the children of the training school, and assists the practice teachers in watching the children's physical condition.

Dormitory Regulations

When many persons live together as students do in dormitory and dining-hall, certain social habits must be cultivated for the common good. If insistence upon these habits seems in any way to restrict freedom, it is not really a restriction but a means of securing freedom to all, under conditions that would otherwise limit the freedom of all. Those who would be teachers must learn to recognize as fundamental in civilized society, and to put into practice, certain general principles relating to the attitude of an individual toward the community in which he finds himself. Students sometimes handicap themselves and diminish their capacity to serve the state by neglecting these principles.

Parents will render a service, both to their children and to the Commonwealth, by helping to convince their sons and daughters who are in training as teachers, of the value to them for all future times, both professionally and personally, of early acquiring those habits that promote physical and social welfare under the conditions they are likely to meet. The support of parents is especially needed in the case of students who live at home. The necessity of yielding some degree of individual freedom in order to secure greater freedom within the group is readily recognized by students in the dormitories, but this important lesson is often missed by those who reside away from the school. Regularity of meals and of study hours is an obvious necessity in the group. It is equally desirable for the individual. The homes will not only reinforce the school but will confer a real benefit upon their students by encouraging them to maintain at home the same daily routine as is followed by the dormitory students.

Library

There is a fine large library, well stocked with books, in which classes spend their few study periods during the school session, and to which students may repair for study and research during the afternoons and evenings. It provides for recreational reading as well as for study and reference work, and its 12,000 volumes are on open shelves to which all students have access.

The State provides an excellent collection of more than seventy current magazines. For the preparation of assignments many of the books are needed during the day, so that the borrowing of books for outside use requires definite regulations, the most important being that all books in the "Reserve" section (and current magazines) may be borrowed only from 4.30 until 8.30 the following day. Books upon the open shelves about the room may be charged at any time but are due by 4.30 the next day, unless special permission has been obtained for keeping the book longer. These and other suggestions are posted in the library, all with a view to making the library serve students and teachers as effectively as possible.

COURSES

I. For Elementary Teachers — Three Years

This course is designed primarily for students who desire to teach in grades one to six of the elementary schools, or in schools of several grades. During the second year eighteen weeks are spent in practice teaching in grades one to six.

For those who are interested in very young children, arrangements can be made so that about half of the practice period can be spent in kindergarten, or in the nursery school.

In the elementary course the attempt is made to apply the principle of beginning with the concrete and the immediate, with what to the pupil will seem purposeful and practical and leading on to general conclusions and to that recognition of deferred values which characterizes civilized life, as distinguished from primitive life wherein men dwell only in the present.

II. For Junior High Teachers — Four Years

Major Objectives

1. To provide adequate fundamental courses in the professional field of education and specialized courses dealing with junior high school problems.

2. To prescribe a wide range of background courses in subject-matter fields.

3. To provide for developing and strengthening the personal and social equipment of the teacher.

Students who successfully complete the requirements of this course will be awarded the degree of Bachelor of Science in Education by the State Department of Education.

III. Practical Arts Department — Four Years

(Including one summer term)

The primary objective of the practical arts course is to prepare young men to teach general and unit shop work in junior and senior high schools and in continuation schools.

Secondary objectives of the course are to train selected groups of students:

1. To teach related work in junior and senior high schools and in continuation schools.

2. To teach general shop work in special classes.

3. To teach a combination of two or more of the above types of training.

Summer School

The summer session offers courses in both the General and Practical Arts Departments. It affords opportunity for teachers in service to refresh themselves upon their normal training, to advance beyond it, and to broaden their outlook. It makes it possible also for those who were forced to begin teaching without, or with only partial normal training, to make good this deficiency and to obtain credit toward a diploma without excessive loss of teaching time. Correspondence with such teachers, and with teachers out of service who desire to return to it, is invited. A statement of the needs and desires of those who are considering attendance will assist in planning courses to meet the real demand.

Persons engaged in teaching, and endorsed by their superintendents, are admitted to summer school without examination or certification, but credit toward a diploma will be given only to those who have complied with the regular admission requirements. Courses carrying college credit are offered in co-operation with the State Division of University Extension.

The State Division of Vocational Education conducts a comprehensive program of summer courses for all types of teachers in state-aided classes.

Application blanks will be sent upon request. Early applicants are favored in the choice of rooms.

Expenses

Tuition is free to residents of Massachusetts. Residents of other states may be admitted upon payment in advance of a tuition fee of one hundred dollars each semester, (or fifteen dollars for the summer term) providing there is room.

For all students there will be a registration fee of $10.00 each semester payable during the first week, to cover use of books and equipment. This makes an annual fee of $20.00. The registration fee for summer school is $10.00.

Rates for board and room are fixed by the State Department of Education and are intended to cover the actual cost of service rendered. These rates are, therefore, subject to change as conditions may warrant. The rate for the school year beginning in September, 1932, is $325, payable in advance as follows: September 14, $100; December 1, $75; February 1, $75; April 1, $75.

Table board will be supplied to those not rooming in the dormitories at $260 per school year of thirty-eight weeks, payable as follows: at the opening of school $80; December 1, $60; February 1, $60; April 1, $60.

The charge for the summer term is at the rate of $9.00 per week for room and board, $7.00 for table board.

There are also during the year certain enterprises carried on by the students that involve some expense. Each class is organized. There is an athletic association for men and another for women. There is a dormitory students' association and a day students' association, for promoting the welfare of their members and regulating their conduct in matters that affect the welfare of the group.

In all these the dues are determined by the members, but they do not vary greatly from year to year, and usually amount to about seven dollars per year for a woman student and about twelve dollars for a man. It makes for

the success of all these organizations if each student comes prepared to settle these dues at the beginning of the year.

All students in attendance should supply themselves with gymnasium suit and shoes. Unless these are already in possession, they may be procured to good advantage after arrival. Students are also required to purchase a reasonable number of textbooks.

Occupancy of Rooms

It is found desirable to set certain limits to the choice of rooms in order to secure a wholesome distribution of students of the several classes in the two dormitories. Within these limits students of Senior and Junior classes are free in May to make choice of rooms for the next school year, and rooms for new students are reserved in order of application.

Rooms are open to students in training on Labor Day; to those coming for examination, on the following Saturday (temporarily); and to all students on Tuesday of the following week.

Students who room in the dormitories should bring their own towels, sheets, blankets (for single bed), and pillow-cases. All pieces of clothing will be marked at the laundry. Students may do any work they desire in the laundry-room in one of the dormitories.

Self Help and Pecuniary Aid

Earnest students to whom the expense of a teachers college course is a serious obstacle may in some instances find opportunity to earn, if they will make known their needs and indicate the kind of work they are prepared to do.

There is also a small scholarship fund appropriated by the State. This is to aid worthy students who might be unable without such assistance, or without overtaxing their strength, to complete their training. This fund is available only to Massashusetts students who come from outside Fitchburg who have been in attendance at least a half-year, and whose scholarship standing is good. The purpose of the State in providing this fund is to prevent the loss to its schools of trained teachers who might not otherwise be available. It is not at all in the nature of charity. Students of the quality for which this aid is intended need, therefore, feel no hesitation when applying for it, or humiliation in receiving it.

ADMISSION

I. Application for Admission. Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the president of the teachers college and should be filed as soon after January 1 of the senior year as the candidate decides to apply for admission.

II. Blanks to be Filed by the High School Principal. The principal of the high school last attended is expected to fill out two blanks — one giving the "High School Record" and the other a "Rating of Personal Characteristics" and send them to the president of the teachers college. These must be filed not later than June 15.

III. General Qualifications. Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching, and must have been vaccinated. Each applicant must pass a satisfactory physical examination before final admission. It will facilitate final action upon admission if the applicant files with other credentials a certificate from the family physician touching the condition of heart, lungs, eyes, ears, skin, nervous system, date of vaccination, symptoms of appendicitis, goitre, pelvic disorders, or any conditions likely to necessitate exemption from required physical activities.

2. *High School Graduation.* The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.* The "Rating of Personal Characteristics" and the moral character of the candidates, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

Scholarship Requirements

1. Effective in September, 1932:

Of the 15 units that can be presented for admission in 1932, 10 must be selected as heretofore from the list given below, but must include the six units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the 5 additional units may, as heretofore, consist of any work which the high school will accept as meeting its graduation requirements.

2. Effective in September, 1933, and thereafter:

Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below and must include the 6 units listed below as "Prescribed" and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives."

Prescribed (6 units beginning in September, 1932):

English	3 units.	
United States History	1 unit.	
Mathematics	1 unit.	
Science	1 unit	6 units.

Limited Electives (4 units in 1932; 6 units in 1933 and thereafter):

To be selected from the following:

English	1 unit.	
Foreign Language	2, 3, or 4 units	
History and Social Science	1 or 2 units.	
Mathematics	1 or 2 units.	
Science	1 or 2 units.	
Fine and Practical Arts	1 unit.	
Commercial Subjects	1 unit.	6 units.

(Typewriting not accepted with stenography)

Free Electives (5 units in 1932; 3 units in 1933 and thereafter):

These units of Free Electives may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the normal school.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: In 1932, 10 units; in 1933 and thereafter, 12 units.

2. *Examination*:

(*a*) Any candidate who is a graduate of Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

(*b*) Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the five additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

(*c*) It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

(*d*) Examinations for this purpose will be offered by the Normal School in the following subjects:

English	
English, Literature, and Composition	3 units.
Social Studies	
American History and Civics	1 unit.
Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.
Science	
General Science	½ or 1 unit.
Biology or Botany or Zoology	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.
Foreign Language	
Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics

Algebra	1 unit.
Arithmetic	1 unit.
Geometry	1 unit.
College Review Mathematics	1 unit.

Commercial Subjects

Stenography (including Typewriting)	1 unit.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

Fine and Practical Arts

Home Economics	1 unit.
[1]Manual Training	1 unit.
[2]Drawing	½ or 1 unit.

Attention of those desiring to enter the Practical Arts Department is called to the fact that practical arts are required for admission to this course.

NOTE — Attention of applicants for admission is called to the fact that the number of units accepted for admission under different subjects is limited. That is in 1932 ten units, and in 1933 and thereafter, twelve units must be distributed as follows:

	Required	Total Number acceptable
English	3	4
Social Studies and American History	1	3
Science	1	3
Mathematics	1	3
Foreign Language		4
Commercial Subjects		1
Fine and Practical Arts		1

In the case of students entering the Practical Arts Department, two units are accepted under Fine and Practical Arts — one in drawing, and one in manual training.

VII. Place, Time, and Division of Examinations.

Entrance examinations may be taken in June and September at any State Teachers College (including the Massachusetts College of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in June or September. Permanent credit will be given for any units secured by examination or certification.

VII. Selective Process. Priority of application among qualified candidates as a basis for selection is no longer in effect. When the number of qualified applicants on July 1 is in excess of the number that can be admitted, the scholarship record and ratings of the personal characteristics of all applicants as received from the high schools, will be evaluated in accordance with the method given below. Candidates will then be admitted in the order of their total scores up to the capacity of the school.

1. To be accepted for admission to the practical arts course at Fitchburg and the Massachusetts College of Art.
2. A maximum of two units will be accepted for admission to the Massachusetts College of Art.

In making up the scores for comparison:

(*a*) Scholarship will be allowed 75 points for 15 units of work.

(*b*) Personality will be allowed 25 points.

On the scholarship record, a mark "A" will be allowed 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, page 74.)

On the personality record, which includes ten characteristics, exclusive of health, a mark of "Superior" will be allowed 2½ points; "Excellent", 2 points; "Good", 1½ points; "Fair", 1 point.

VIII. Admission as Advanced Students. A graduate of a Normal School or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. Admission of Special Students. When any Teachers College, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

SCHEDULE OF EXAMINATIONS FOR 1932

Thursday, June 2

8.15 A. M.—	8.30 A. M.	Registration
8.30 A. M.—	10.30 A. M.	English
10.30 A. M.—	12.30 P. M.	Latin, Commercial Subjects
1.30 P. M.—	4.30 P. M.	Social Studies

Friday, June 3

8.15 A. M.—	8.30 A. M.	Registration
8.30 A. M.—	10.30 A. M.	Mathematics
10.30 A. M.—	12.30 P. M.	German, French, Spanish
1.30 P. M.—	4.00 P. M.	Sciences
3.30 P. M.—	5.00 P. M.	Fine and Practical Arts

Monday, September 12

8.15 A. M.—	8.30 A. M.	Registration
8.30 A. M.—	10.30 A. M.	English
10.30 A. M.—	12.30 P. M.	Latin, Commercial Subjects
1.30 P. M.—	4.30 P. M.	Social Studies

Tuesday, September 13

8.15 A. M.—	8.30 A. M.	Registration
8.30 A. M.—	10.30 A. M.	Mathematics
10.30 A. M.—	12.30 P. M.	German, French, Spanish
1.30 P. M.—	4.00 P. M.	Sciences
3.30 P. M.—	5.00 P. M.	Fine and Practical Arts

COURSES

Three-year Elementary Program. Classes entering in 1932

SUBJECTS AND INSTRUCTORS	NUMBER OF CLASS PERIODS		
	1st yr.	2nd yr.	3rd yr.
Education:			
General Education Psychology	72	—	—
Psychology, Adolescence, and Child Study	—	—	72
Educational Measurements Mr. Percival Miss Hawley			
History of Education Mr. Herlihy	—	—	36
Personal Problems Miss Bradt	36	—	—
Introduction to Teaching, and Observation	72	—	—
School Management Mr. Carpenter	—	36	—
Practice Teaching	—	½ yr.	—
English:			
English Composition Miss McConnell Miss Williams	72	—	—
American and English Literature Miss Williams	—	—	72
Oral Expression	54	—	—
Language, Reading, Children's Literature Miss McCarty	—	54	72
Penmanship Mr. Sawyier	18	18	—
Library Instruction Miss Hassell	36	—	—
Social Studies:			
Geography Miss Webster	72	—	54
History of Civilization American History	72	—	—
Methods—History and Civics	—	54	—
History and Civics Mr. Harrington Miss Hawley	—	—	54
Science:			
Biology	54	—	—
Nature Study Mr. Randall	—	36	—
Science Mr. Smith	—	—	90
Arithmetic	54	—	36
Arithmetic Methods Miss McConnell	—	36	—
Appreciation of Art	36	—	—
Drawing Miss Lamprey	—	—	54
Handwork Miss Conlon	—	54	36
Music Miss Perry	—	36	72
Physical Education — Health Miss Bolger	90	36	72
Assembly	36	18	36
Study Periods	126	*72	144
Total	900	900	900

* One half year.

The work of the first year of the elementary three year course and the work of the first year of the Junior High School degree course are so arranged that students may secure special permission to change courses at the end of the Freshman year. Courses cannot be changed after the close of the first year unless work missed is made up by summer school attendance.

JUNIOR HIGH SCHOOL COURSE—FOUR YEARS

High School Course

Principles Underlying the Construction of the Junior High School Course

In the course, Introduction to Education, and through auxiliary means, the student is guided in making his choice of special fields.

The curriculum is practically prescribed. The student elects two special fields, but the courses in each field are prescribed. Eight hours of free electives are allowed the last year.

As far as possible, courses in each major field of study are sequential, either from a chronological or from a logical point of view.

General Summary

	Semester Hours
Courses Required of All Students	70
Courses in Two Special Fields	44
*Free Electives	8
Training	18
Total	140

Distribution of Semester Hours in Required Course Subjects

Education	40	Mathematics	3
English	16	Fine Arts	4
History and Social Science	10	Physical Education	7
Science	3	Library	1
Geography	4	Total	88

Plus 44 semester hours in first and second special fields. Plus 8 semester hours, free electives.

List of Required Courses

	Semester Hours
Education:	
Introduction to Education	4
General Education Psychology	4
Psychology of Childhood and Adolescence	4
Training School Participation	0
Technique of Teaching	3
Educational Measurements	2
History and Principles of Education	3
Junior High School Organization	2
Training	18
	40
English:	
Written Composition	4
Oral Composition	3
Classical Backgrounds	3
Mediaeval Backgrounds	3
English Literature	3
	16
History and Social Science:	
History of Civilization	4
Economics	3
Sociology	3
	10
Science:	
Biology	3
Geography:	
Human Geography	4
Mathematics:	
Mathematics I	3
Fine Arts:	
History and Appreciation of Art	2
History and Appreciation of Music	2
	4
Physical Education and Hygiene	7
Special Subjects:	
Personal Problems	0
Library Instruction	1
Penmanship	0
Special Fields:	
First Special Field	22
Second Special Field	22
	44
Total	132

*Free electives may be chosen from the offerings in any field other than the two elected as a whole by the student.

LIST OF COURSES IN SPECIAL FIELDS

	Semester Hours		Semester Hours
English	22	Science	22
History	22	Mathematics	22
Geography	22	French and Latin	22

Courses in Special Fields are offered as follows: At the end of the first year each student selects two special fields of study to be followed during second, third and fourth years.

Courses Offered in Special Fields — Junior High School Course

	Semester Hours		Semester Hours
English:		Mathematics:	
Advanced Composition	2	Trigonometry	4
Foundations of Language	2	Advanced Algebra and Advanced Geometry	4
American Literature	4	Calculus	4
The Short Story	2	History of Mathematics	4
Modern Drama	2	Business Mathematics	4
19th and 20th Century Poetry	2	Methods	2
The English Novel	2		22
Modern European Literature	4		
Methods of Teaching English in Junior High School	2	French and Latin:	
	22	French I.	4
		French II.	4
History:		Methods of Teaching French in Junior High School	2
Civil Government	4	Latin I.	4
American History	4	Latin II.	4
Modern World History	4	Latin Prose Composition	2
Economic and Social History	4	Methods of Teaching Latin in Junior High School	2
History of Massachusetts	4		22
Methods	2		
	22	*Free Elective Courses*	
Geography:		English:	
Physiography	4	Play Production	2
Climatology	4	Education:	
Economic Geography	4	Extra-Curricular Activities and Vocational Guidance	2
Geography of North America	4		
Geography of Europe	4	Art:	
Geography Methods	2	Applied Art	2
	22	Stage Design	2
Science:		Music:	
Chemistry	4	Chorus Music and Glee Club	2
Physics	4	Orchestra	2
Geology	2		
Astronomy	2		
Advanced Biology	4		
General Science	4		
Methods	2		
	22		

Four-Year Junior High School Program

Leading to degree of Bachelor of Science in Education. For students entering in September, 1931.

SUBJECTS AND INSTRUCTORS	SEMESTER HOURS			
	1st yr.	2nd yr.	3rd yr.	4th yr.
Education:				
General Educational Psychology	4	—	—	—
Psychology of Childhood and Adolescence	—	4	—	—
Educational Measurements Mr. Percival Miss Hawley	—	—	—	2
History of Education Mr. Herlihy	—	—	—	3
Personal Problems	—	—	—	—
Junior High School Organization Miss Bradt	—	2	—	—
Introduction to Education, including Observation	4	—	—	—
Teaching Technique Mr. Carpenter	—	—	3	—
Practice Teaching	—	—	18	—
English:				
Oral Composition Miss McCarty	3	—	—	—
Penmanship Mr. Sawyier	—	—	—	—
Written Composition	4	—	—	—
Literature Miss Williams Miss McConnell	—	6	3	—
Library Instruction Miss Hassell	1	—	—	—
Human Geography Miss Webster	4	—	—	—
History, Civics, Sociology, Economics Mr. Harrington Miss Hawley	4	3	—	3
Biology Mr. Randall	3	—	—	—
Mathematics Mr. Weston	3	—	—	—
History and Appreciation of Art Miss Lamprey	2	—	—	—
Music Miss Perry	—	2	—	—
Physical Education, Health Miss Bolger Mr. Crosier	2	2	1	2
Methods in Special Subjects	—	—	4	—
1st Special Field	—	8	4	8
2nd Special Field	—	8	4	8
Free Elective	—	—	—	8
	34	35	37	34

Practical Arts Course

FOUR-YEAR CURRICULUM

Principles Underlying the Work in Shop Courses

Articles are produced to be used later in response to the recognized needs of school, home, and community. Such articles must be constructionally sound in design and attractive in appearance.

Articles are produced with business like speed and accuracy up to a degree that does not interfere with desirable educational attainments. Such articles are produced in so far as is possible and desirable by employing trade like means and methods.

Principles Underlying Academic and Professional Courses

Courses in productive work are paralleled in each shop with courses that realize exploratory, consumer values and afford occupational studies and material for related work.

The shop courses are carried on in such a manner that students have set before them examples of good teaching and management now current in leading school shops.

General Distribution of Semester Hours	*Semester Hours*	
1. Shop Work	60	(8 hours elective)
2. Professional Subjects	30	(1 hour elective)
3. Academic and Cultural	50	(10 hours elective)
4. Summer School Course in Vocational Ed.	6	
Total	146	

Shop Courses	*Semester Hours*	
1. Machine Shop Practice	2	
2. Sheet Metal	4	
3. Bench Metal	4	
4. Electrical Work	2	
5. Cabinet Making	8	
6. Carpentering	2*	
7. Wood Turning	2	
8. Pattern Making	2	
9. Printing	8	
10. Wood and Metal Finishing	4	
11. Mechanical Drawing	10	
12. General Shop	10	
13. Auto Mechanics	2	
14. Aeronautics	2	(elective)
Total	60	

*Or Elective.

Professional Courses	*Semester Hours*	
1. History of Education	2	
2. Psychology	4	
a. General and Educational.		
b. Tests and Measurements.		
c. Adolescent or Special	1	Required Elective
3. General Methods and Secondary Ed.	2	
4. Related Work	2	
5. Introduction to Practical Arts	2	
6. Organ. and Admin. of Practical Arts	4	
7. Educational and Vocational Guidance	2	
8. Ethics	1	
9. Introduction to Teaching Practice	2	
10. Teaching Practice	6	
11. Senior Teaching Practice	2	
Total	30	

Academic Courses	*Semester Hours*	
1. English Composition	4	(2 electives)
2. English Literature	4	(2 electives)
3. Oral English	2	(2 electives)
4. Algebra	2	
5. Geometry	2	
6. Trigonometry	2	
7. Calculus	2	(elective)
8. Industrial Economic History	2	
9. Citizenship Methods	2	
10. Industrial Geography	2	
11. Government	2	
12. Economics	2	
13. Sociology	2	
14. History of Civilization	2	
15. United States History	2	(elective)
16. General Science	2	
17. Chemistry	3	
18. Physics	3	
19. Biology	2	(elective)
20. Physical Education	2	Required—No Credit
21. Hygiene	1	
22. Library	1	
23. Scouting	2	(elective)
Total	50	

Cultural Courses	*Semester Hours*	
1. Foreign Language	6	(elective)
2. Fine Arts	4	(elective)
3. Music	4	(elective)
Total	14	

PRACTICAL ARTS—FOUR YEAR COURSE

(including one summer term)

Leading to degree of Bachelor of Science in Education.

SUBJECTS AND INSTRUCTORS	SEMESTER HOURS			
	1st yr.	2nd yr.	3rd yr.	4th yr.
General and Educational Psychology	3	—	—	—
Tests and Measurements Mr. Percival	—	—	—	2
Personal Problems	1	—	—	—
History of Education Mr. Herlihy	—	—	2	—
General Methods and Secondary Education Mr. Carpenter	—	2	—	—
Practical Arts Training	2	6	—	—
Practice Teaching Mr. Anthony	—	—	6	2
General Science	2	—	—	—
Physics	—	—	—	3
Chemistry Mr. Smith	—	—	—	3
Vocational Guidance	—	—	—	2
Related Work Mr. Weston	—	2	—	—
Mathematics Mr. Weston Mr. Akeley	—	6	—	—
Library Instruction Miss Hassell	1	—	—	—
Oral Expression Miss McCarty	2	—	—	—
English Composition	4	—	—	—
English Literature Miss Williams Miss McConnell	—	4	2	—
Industrial Geography Miss Webster	2	—	—	—
Citizenship	2	—	—	—
Industrial and Economic History	—	—	—	2
History of Civilization	—	—	2	—
Social Science	—	—	—	—
Government Economic Sociology Mr. Harrington	—	—	6	—
Hygiene	1	—	—	—
Electives	—	—	2	6
Shop Work—Drawing, Woodfinishing, Wood-working, Metal-working, Printing Mr. MacLean Mr. Akeley Mr. Landall Mr. Purinton Mr. Livermore	15	15	15	15
Summer Term, Vocational Education at end of Junior Year	—	—	6	—
Total	35	35	41	35

DESCRIPTION OF REQUIRED COURSES

In Elementary, Junior High School, and Practical Arts Departments

Educational Psychology. An introduction to the scientific study of "How the Mind Works." Such topics as the following are studied: The functions of the nervous system in learning and living; how to study; individual differences in capacity; how they are measured; the roles of instincts, heredity, emotions and environment in conditioning the behavior of an individual; stimuli and responses in social groups and situations; laws of learning and of forgetting; the transfer of training; mental hygiene; personality.

Child Psychology. Includes consideration of native equipment; characteristics predominating at various stages of growth; heredity and environment; learning and habit formation; individual differences.

Educational Measurements. A laboratory course in which each student receives practice in giving, scoring, and interpreting the results of standardized tests of ability and achievement. The elements of statistical methods are included.

History and Principles of Education. An outline of the historical development of the general theory of education. Attention is given to the adaptation of the aims of education to the state of society in the significant era of world history. Careful study is made of the beginning of common school education in the seventeenth and eighteenth century. The course aims to help the student to understand the fundamental principles of education that differentiate the Amercan public schools from other systems.

Personal Problems. Given first semester, freshman year. Aims to facilitate adjustment and strengthen personal equipment. Deals with problems of student conduct and the development of personality.

Junior High School Organization. Aims to familiarize student with current practices and aims in junior high school organization. Considers such topics as: the development of the junior high school movement; characteristics and aims; the program of studies; departmentalization and promotions; the home room; guidance; the social organization.

Introduction to Education, including Observation. Aims to orient the student in the profession of teaching, to aid him in selecting his specific teaching field, and to inculcate desirable professional standards. Content includes consideration of: the meaning, development, and organization of education; the qualifications, preparation, and function of the teacher; the nature and needs of the child. Provision is made for adequate observation of various fields of work.

The Technique of Teaching.

1. *Management.* Principles of routine, discipline and program making; courses of study and organization of subject-matter; preparation for the first day's work; records and reports.

2. *Teaching.* Types of learning; characteristics common to the teaching of all types; the fundamental techniques of drill, problem solving, and appreciation with their attendant teacher and pupil activities.

Oral Composition. Elementary study of the function and use of the voice, breathing, tone quality, enunciation, volume and pitch; diagnosis of voice defects and study of exercises used to correct such defects.

Development of skill in oral reading, story telling, dramatization, conversation, and formal talks.

Penmanship.

Penmanship I. Practice in penmanship for individual improvement.

Penmanship II. Methods of teaching penmanship in the first six grades.

Written Composition. Writing by types, based upon the analysis and imitation of many prose models; application of general techniques of writing to letters, digests, reports, case studies, and other forms of writing of which the average teacher makes use; precis writing.

Literature — (Junior High School Course.)

(*a*) *Classical Backgrounds of English Literature.* The course deals with representative classical writings which have had an influence on English writers and English thought. Homer, Aeschylus, Sophocles, Euripides, Plato, Aristotle, Vergil, Horace, and Cicero are read in translation. Modern literature that they have inspired is used for parallel study.

(*b*) *Mediaeval Literature for English Readers.* Representative epics, ballads, and romances of mediaeval times; troubadour poetry of France; Dante, Petrarch, and Boccaccio; the Arthurian legends; Chaucer and his England. Connection is made wherever possible with later literature of England.

(*c*) *English Literature.* A survey which gives the complete story of England's literary history, accompanied by extensive reading. At every point the relationship between the literary product of a period and its social and political background is shown.

English — (Elementary Course).

(*a*) *Reading.* The aim of this course is to give students a knowledge of the history, psychology and pedagogy of reading. It includes a study of present-day reading methods, tests, devices, objectives, materials, phonics. and the functions and skills of oral and silent reading in the primary and intermediate grades. Reading tests, lesson plans, teaching lessons, and observation in the practice schools are emphasized.

(*b*) *Language and Spelling Methods.* The aim of this course is to give students a knowledge of the principles and methods of presenting language and spelling lessons in the elementary grades. It includes a study of courses of study, tests, type lessons, and observation in the practice schools.

(*c*) *Children's Literature and Story Telling.* The aim of this course is to give a comprehensive knowledge of the literary material used in the elementary school. The rhythmic, imaginative, heroic, and romantic periods of children's interest in literature are defined and studied. The course includes a study of folk lore, fables, fairy tales, myths, legends, hero tales, Bible stories, animal and nature stories, poetry, and modern stories for children.

The course is designed to give practice in natural and effective story telling to children of the practice schools.

Library Instruction. Use of library tools, as Catalog, Reader's Guide.

Classification, especially as an aid in reference, as type study of library resources on a special subject.

Basic reference books, as Encyclopedias.

Special library helps in selecting books and references in work with children, as Children's Catalog. Government publications and their filing, as Bureau of Education. Library resources in making bibliographies for school use.

THE HASTINGS CONSERVATORY

Survey of school libraries as discussed in professional magazines and recent books, especially on these points: organization, administration, its value in education, not only in providing a laboratory for reference work, but in its opportunities for training in good citizenship and in forming habits of reading for leisure time.

Human Geography. This course is a study of the way man is influenced by his geographic environment and of the ways in which he has modified geographic conditions. The geographic principles governing man's habitats illustrated by different types of geographic environment will be studied. A background course for all students.

Geography II. This course is a regional study of North America with emphasis placed upon the United States and Massachusetts. Consideration will be given to the content materials available especially for the study of the United States and of Massachusetts. Required of Elementary Course Students.

Geography III. The first part of this course is a regional study of Europe, stressing the important countries.

The second part considers the methods and materials used in primary and intermediate grade teaching of geography. Required of Elementary Course Students.

History of Civilization. A course designed to acquaint students with the great forces underlying institutional development. The contributions of ancient, mediaeval, and modern epochs will be considered. The culture of the Greeks, religion of the Hebrews, organizations of Rome, discipline of the Middle Ages, and the liberty of today are typical units.

Citizenship Problems. A study of the school as an agency for developing civic character. The civic problems confronting the adolescent child.

American History. Required subject in Elementary Course.

This course deals with the periods of American History from the foundation of the first English colony in America to the present day. Throughout the course emphasis is placed on the more significant features of the economic, social, constitutional, and political development of the nation.

Sociology. A study of present day societal forms and their evolution including examination of such type topics as the family, population, means of social control, "social laws", and group psychology.

Economics. A study of the fundamental economic principles and their application to present day situations. Production, consumption, distribution, and exchange; industrial revolution and its consequences, and the capitalistic system with considerations for modification.

Biology. An elementary study of the principles of life, its development, structural characteristics and physiological activities. Special emphasis is placed on the relationships of plants and animals to each other and to human life.

Elementary Science and Nature Study. Required subject in Elementary Course.

This course is based on the new course in science for the Elementary Schools of the Commonwealth. Students will be required not only to know the scientific principles underlying each unit of the course, but also to present the material in a form adapted to the grade age of children.

Mathematics I. A course in general mathematics. It presupposes an elementary course in algebra. Among the topics considered are equations, graphs, the binomial theorem, series, logarithms, trigonometry through the right triangle, curve fitting, derivatives, maxima and minima, equations of higher degree.

Mathematics II. — (Methods). Required subject in elementary Course. Methods of teaching arithmetic in the first six grades.

Mathematics III. — (The Science and Art of Number). Required subject in Elementary Course.

A historical development of number; mastery of the science and art of number.

History and Appreciation of Art. A general survey of the history of architecture, sculpture, and painting from the Egyptian period to modern times, together with a study of the fundamental principles of design and art structure. The purpose of the course is to improve the student's appreciation and enjoyment of the best in art.

Drawing and Blackboard Sketching. Required subject in Elementary Course.

Objective: A common knowledge of the elementary subject-matter of representation and design, and skill in expression with special application to the work of pupils in Grades 1-6.

Handwork. Required subject in Elementary Course.

Application of color theory and design principles; handwork as an educational medium; methods of teaching handwork; paper, scissors and other media of free expression; simple bookbinding; cardboard construction; school and home decoration.

Music I. — (Music Appreciation). This course includes the study of vocal and instrumental music. In vocal music the rote song is taken first, followed by ballad and art song forms. In instrumental music the order is from folk dances to sonata and symphonic forms.

Music II. Required subject in Elementary Course.

Review of music notation. Courses of study and methods used in Grades 1-6 are considered with definite attention given to courses of study and the basic systems used in present-day teaching of elementary music.

Music III. Required subject in Elementary Course.

Observation lessons in Grades 1-6. Lesson plans of material and method applied for Grades 1-6.

Physical Education Throughout All Courses

FOR WOMEN STUDENTS

Organized games and gymnastic work to give personal foundation.
Eurythmics, folk dancing and singing games.
Outdoor work in spring—volley ball, baseball, tennis.
Methods and Progression for teaching.
Health Education.
Organized games in fall—choice of hockey, soccer, tennis, archery.

FOR MEN STUDENTS

Outline of the general physical education program in order to give the student the general theory and aims of the program in the public school and on the playground.

Practical work to meet group and individual needs.

Methods of teaching physical education; application of these methods in the gymnasium and in a practice teaching program.

Personal hygiene and first aid; methods in health instruction in the grades; observation in training schools.

Advanced physical education program for personal achievement; emphasis placed upon individual and class projects—conducting leagues, coaching, and officiating.

DESCRIPTION OF COURSES IN PRACTICAL ARTS DEPARTMENT

Machine Shop and Sheet Metal Courses

Machine Shop I. (2 Semester Hours) Shop work in selected projects involving basic processes on lathe, drill press, planer, shaper, milling and grinding machines; calculations to obtain gear ratio for thread cutting; calculations to obtain correct speeds and feed for cutting different metals. Emphasis is on the drill press and lathe work. Related technical information by lecture and assignments.

Machine Shop II. (Elective) (2 Semester Hours) General Machine shop practice in doing selected projects which include internal and external thread cutting, plain and index milling, gear cutting, making simple tools for shop use. Related technical information by lecture and assignments.

Sheet Metal I. (2 Semester Hours) Study of hand tools, machines, and materials used in sheet metal industry, methods of cutting and forming sheet metal, soldering and brazing, selected projects using in their construction lap, grooved, hook, double lap riveted, box and double folded seams, edge wiring, and double folded seams. Related technical information by lecture and assignments.

Sheet Metal II. (2 Semester Hours) Development of patterns by means of radial development, triangulation and parallel line development; selected projects using in their construction circular lap, circular folded and circular double seams, crimping and heading. Related technical information by lecture and assignments.

Sheet Metal III. (Elective) (2 Semester Hours) Advanced projects in sheet metal introducing piping and elbow work. Review of pattern development, lecture and assignments.

Bench Metal I. (2 Semester Hours) Care and use of metal working tools, common metals, their uses, cutting and shaping angle iron band and bar steel, common metal fastening, elementary forging.

Bench Metal II. (2 Semester Hours) Drilling, tapping, thread cutting with die, advanced forging, heat treatment of steel, oxy-acetylene welding and cutting.

Electrical I. (2 Semester Hours) Essentials of electricity, bell circuits, cells and batteries, simple light and power circuits, household appliances.

Woodworking Courses

Cabinet Making I. (2 Semester Hours) Fundamental processes of woodwork found in objects which are made by hand in school shops. Studies in making layouts, assembling, fastening, and preparing for finishing. Kinds

and uses of simple joints found in woodworking. Kinds, uses and characteristics of common wood. Uses, care and sharpening of common tools. Use of blueprints and drawings.

Cabinet Making II. (2 Semester Hours) Making of articles which involve such work as setting up, adjusting and operating of machines. Uses of safety equipment. Study of quality and working properties of stock, proper construction and strength of materials; hot and cold glues; joints and methods of fastening.

Cabinet Making III. (2 Semester Hours) Production work using machinery, routing procedures, repair and maintenance of woodworking machines. Different methods of drawer construction; matching wood; work from "rods" and drawings. Standard sizes, proportions, and classification of furniture construction.

Cabinet Making IV. (Required or Elective) (2 Semester Hours) Simple reproductions of English, Colonial and modern types of furniture, introducing carving, inlaying, veneering and curved work.

Cabinet Making V. (Elective) (2 Semester Hours) Curved work, bending, chair work, practical experience in repairing and reproducing of antique furniture. An opportunity for experimental and developmental work.

Carpentry I. (Required or Elective) (2 Semester Hours) Study of house construction from drawings and full size models. Typical practice in repair of buildings, inside and outside work.

Woodturning I. (2 Semester Hours) Study and practice in making simple objects, operating and keeping lathes in order. Safety rules for lathe, practice and use of tools, sharpening, roughing, smoothing, concave cut, convex cut, face plate work, polishing.

Woodturning II. (Elective) Turning different types of work, making all necessary set-ups, operate and keep lathes in order. Templets, duplicate parts, chucks made of wood, off center work, large face-plate work. Staining, wax polish, French polish.

Patternmaking I. (2 Semester Hours) Study and performance of materials, molding construction, sand, shrinkage, draft, finish allowance, fillets core, core prints and boxes. Finish, layout. Use and safety of machines.

Patternmaking II. (Elective) (2 Semester Hours) Face-plate work. Segments, elliptical work, gears, split patterns, loosepiece patterns, irregular shaped patterns, built up core box construction. Use of all machines. Finishing. Layout of difficult work.

Printing Course

Printing I. (2 Semester Hours) This course with its variety of useful projects is devoted to the study of composition. This subject involves a practical knowledge of the printers' case, holding the composing-stick, the procedure of setting type, and distribution of type.

Proofing. This course teaches students different methods of taking proofs, also reading and marking the proof and correcting the type.

Printing II. (2 Semester Hours) Projects in this course are selected to include the operation and calculation involved in composition, the handling, counting and cutting of paper; a continuation of composition, proofing, proofreading, and correcting type in the galley and form.

Printing III. (2 Semester Hours) This course emphasizes presswork on platen presses, involving inking, feeding, makeready. In a minor degree shipping of finished printing products, printing linoleum blocks, also continuation in composition and proofreading.

Printing IV. (Required or Elective) (2 Semester Hours) Advance study in design of projects; the methods of planning and printing school papers and magazines; estimating costs and purchasing materials.

Printing V. (Elective) (2 Semester Hours) This gives the student opportunity to take advanced design and printing.

Wood and Metal Finishing Courses. Course 1. (2 Semester Hours) Course 2. (2 Semester Hours.) Finishing and refinishing of objects needed for use in the school and home involving training in staining, shellacking, rubbing, polishing, spraying with gun, mixing of colors, painting, kalsoming, and elements of interior decoration.

Writing of specifications for the various projects and estimating the labor and material for the same. Selection and care of equipment and materials and the making out of orders for the same.

Drawing Courses

Freshman Drawing. (2 Semester Hours) Designing and freehand drawings made of objects made of wood and metal in Junior High School shops; Blackboard drawings; Selection and use of instruments in drawing selected designs; Making and reading of blue prints; geometric elements, orthographic projection, revolutions, auxiliaries, developments. Use of the practical approach in teaching the fundamental principles of designing and drawing.

Drawing II. (2 Semester Hours)—Continuation of Drawing I. Designing and drawing of suitable objects for advanced work in wood and metal in Junior and Senior High School shops and in Continuation schools; Drawing of objects made in carpentering, electrical and concrete work, plumbing which is done in the Household repair department. Architectural elements in school and home buildings, footings, foundations, sills, walls, roof construction, windows, doors; Conventions, symbols, lettering as used in general practice.

Machine Drawing I. (2 Semester Hours) Machine standards; use of tabular and formular information. Detail and assembly drawings. Use of hand books. Technical sketching and design.

Drawing III. (2 Semester Hours) Studies of historic periods of furniture. Folio of drawings, tracings and prints of selected pieces.

Drawings, tracings and collected prints of illustrative material used in teaching, showing objects in use, tools in use, processes of construction; blackboard drawing; duplication of drawings by using carbon paper, mimeograph, hectograph; illustrating of instruction sheets; lay out and making of charts, graphs, tabulated material; preparations of teaching material, methods of presenting material to class.

Architectural Drawing. (2 Semester Hours) A further study of architectural elements in school and home building; lot location and grades. Size and arrangement, construction costs, laws and ordinances. Each student to develop a complete set of drawings.

Machine Drawing II. (2 Semester Hours) Continuation of Machine Drawing I. Cams, gear tooth forms; spur gear, bevel gear; worm gear; mechanical motion. Blue-printing. Prerequisite: Course 1-2.

Machine Drawing III. (Elective) (2 Semester Hours) Individual and original drawings in detail and assembly involving principles of machine drawing. Prerequisite: Course 1-2-3.

Architectural Drawing. (Elective) (2 Semester Hours) Advanced course for those wishing to elect architectural drawing. A study of the history of architecture. An advance problem involving sanitation, heating and ventilation.

Pictorial Drawing. (Elective) (2 Semester Hours) Perspective, angular and parallel; perspective of circles. Perspective Sketchings.

Use of water color, wash, and pen and ink in rendering.

General Shop Courses

The purpose of the five following courses is to assist in an understanding of the General Shop and its objectives, how the shop can be equipped, organized, and taught effectively under those various conditions that best warrant its use.

General Shop I. Conducts simultaneously short unit courses in such trade subjects as concrete work, glazing, and plumbing.

General Shop II. Continues work of General Shop I and adds upholstering and paper hanging. Further consideration and practice is devoted to the arrangement of the equipment, the assignment of the work, and the checking of results.

General Shop III. Is devoted to making products each of which combines the use of such materials as wood, metal, concrete, glass, etc. Practice in conducting a General Shop for the professional training of the student.

General Shop IV. Household Mechanics. General repairs that are needed about the school and home. Knowledge and skill derived from previous unit and general shops are supplemented by including the work of making such alterations, replacements and repairs as can be done with the limited home equipment. Work is devoted to the common jobs in trade activities such as woodwork, concrete work, electrical work, and plumbing that need be undertaken outside the house, in the cellar, and the kitchen.

General Shop V. Household mechanics continues the work of General Shop IV, and adds such trade activities as metal work, painting, refinishing, paper hanging, glazing and general repairs found in living rooms of the home. Studies are made of the simple repairs and upkeep of clothing and other home fabrics.

Auto Mechanics. (2 Semester Hours) Theory of internal combustion, engines, care and adjustments that can be made by car owners.

Areonautics. (Elective) (2 Semester Hours) The history of flight; the free balloon, semi-rigid dirigible; heavier than air.

Nomenclature; meteorology; power and development. Theory of flight.

The building of flying and scale models suitable for junior and senior high school. Aeronautics as a vocation. Visits to airports to further study and research.

Practical Arts Theory and Practice Courses

Practical Arts Training I. (2 Semester Hours) The aim is to study the historic background, the present trends, and the scope of Practical Arts Training. Attention is given to the relation of Practical Arts Training to general, special, and vocational types of education. The aims and values

of the subject in the Junior, Senior, and Continuation schools are given special emphasis. Early consideration is given to the teaching of short lessons in shop work and drawing. The students working with each shop teacher are guided in observing and considering his skill in teaching.

Practical Arts Training II. (2 Semester Hours) Courses of study are derived from suitable products of school shops and from the analysis of suitable forms of trade and related activities. Selected operations performed in each shop are arranged in the order of learning difficulties. Careful study is made of the varying experiences and abilities of boys. Lesson plans and methods of presentation are studied. Shop teaching is continued. The students serve as assistants to the shop instructor in his regular teaching of shop and related work.

Practical Arts Training III. (2 Semester Hours) Study is made of instruction sheets and other current accessories and aids used in teaching. Records of progress, assignment plans, and other ways and means of class and shop management are given careful consideration. The merits of assigning work to individuals and groups are compared. Problems of organization and administration are studied.

A study is made of the Junior High and Senior High schools, their past, their present functions and organization. The place of Practical Arts Training in Secondary Education is again emphasized.

The observation of teaching and participation in teaching under supervision is expanded to include the use of teaching accessories.

Practical Arts Training IV. (2 Semester Hours) This course aims to study vocational education. The purposes and the problems which characterize each type are compared. Recent trends in meeting vocational needs for vocational education since the passing of the Smith Hughes Law are given careful consideration. The distinction between Industrial Arts and Vocational Education is clearly defined.

Observing of teaching and practice teaching under supervision is done with boys.

Teaching Practice. (6 Semester Hours) The principles of learning and of Practical Arts Training are applied to the teaching of boys in both unit and general shops. Various phases of constructional and related work are taught under supervision. Projects are selected and subject matter checked in courses of study. Plans for lessons and teaching accessories are prepared, revised, and used. Careful consideration will be given to the effect of shop procedures on individual boys. Insight into shop organization and management and control are acquired through guided experiences. The relations of the teacher to supervisory workers is stressed.

Summer Term, Vocational Education. (6 Semester Hours) Between their junior and senior years students are required to take the four weeks course given in July at the Normal School in Fitchburg. This course is devoted to the work of the continuation schools. It is conducted by the State Division of Vocational Education.

Senior Teaching Practice. (2 Semester Hours) Opportunity for teaching shop work in neighboring towns and cities is afforded to students. One day a week for a period of one year is given to this work which is conducted under supervision.

Vocational and Educational Guidance. (2 Semester Hours) A study of the development of the guidance movement in this country and abroad. Intelligence and ability (industrial) tests, their use in connection with guidance. The collection of occupational information, its classification and preparation for use in guidance and placement. Consideration is given to personal work.

Related Work. (2 Semester Hours) This course includes the general mechanics of selection and organization of subjects essential to shop activities The following points will be discussed: (1) Analyzing each operation step for its Related Work; (2) Appraising these topics in order to include them in the program for instruction; (3) Organizing the selected topics for presentation. Discussions, assignments, and reports.

Related Work. (Elective) (2 Semester Hours) This course will take each shop separately. Special emphasis will be placed on the related mathematics and science. Trips will be planned to include some of the schools in the territory where related work is taught. Discussion, assignments, reports.

Mathematics. As far as possible the work in the following courses will make use of the problems that are found in industry.

(*a*) *Algebra.* (2 Semester Hours) The course presupposes an elementary course in Algebra such as is offered in every High School. The topics considered are quadratic and higher degree equations, graphs, binomial theorem, etc.

(*b*) *Geometry.* (2 Semester Hours) This course will include plane, solid, cartesian, and analytic geometry.

(*c*) *Trigonometry.* (2 Semester Hours) The forming of trigonometric formulas which will be used in solving shop problems which include right and oblique triangles. Surveying, logarithms.

(*d*) *Calculus.* (Elective) (2 Semester Hours) A brief course including only the essentials as regards practical application of calculus.

Students

September, 1931, *to June*, 1932

Senior Class

JUNIOR HIGH SCHOOL COURSE, ADMITTED SEPTEMBER, 1929

(Three-Year Curriculum)

Cavanagh, Margaret M.
Cambridge

Chism, Lois M.
Springfield

*Connelly, Winifred C.
Berkshire

Cotton, Mary C.
Fitchburg

Coyle, Anna F.
New Bedford

Cronin, Ellen M.
Worcester

Daly, Elizabeth G.
Gardner

Delaney, Ruth M.
Fall River

Doherty, Catherine G.
Leominster

Doherty, Elizabeth M.
Leominster

Falk, Sophie
Springfield

Fitzgerald, Eileen A.
Worcester

Fitzgerald, Mary C.
Springfield

Flinton, Frances D.
Leominster

Foley, Anne M.
Springfield

Gifford, Helen
Brimfield

Griffin, Margaret E.
Fitchburg

Hackett, Lottie P.
Roxbury

Hale, Lois M.
Greenfield

Hewitt, Grace H.
Leominster

Howard, Dorothy C.
Leominster

Kerr, Anne M.
Springfield

Knightly, Helene F.
Springfield

Moran, Elizabeth F.
Leominster

Noon, Teresa E.
Clinton

North, Aleta E.
Orange

Orlen, Evelyn R.
Holyoke

O'Rourke, Mary A.
Fitchburg

Parkhurst, Marion L.
Fitchburg

Percy, Helen P.
Lunenburg

Remshack, Edith E.
Easthampton

Robinson, Mary
Springfield

Roche, Lucina C.
Milford

Salny, Gertrude
Fitchburg

Steele, Helen D.
Methuen

Tater, Lillian
Fitchburg

Wignot, Hazel E.
Natick

Bishop, Frank S.
Haverhill

Clifford, Edward H.
Worcester

Hopkins, Matthew J.
Chicopee Falls

Lawrence, J. Vincent
Fitchburg

McKeraghan, Donald C.
Easthampton

Pease, Henry, Jr.
New Bedford

Sullivan, Francis L.
Fitchburg

COLLEGE GROUP — ADMITTED SEPTEMBER, 1931

College graduates to receive B. S. Degree in Education in June, 1932

Brown, Helen M.
Fitchburg

Canty, Ruth
Cambridge

Dearden, Lucia
Leicester

Collins, Francis J.
Worcester

O'Connell, John D.
Marlboro

Ring, John F.
Worcester

ELEMENTARY THREE-YEAR COURSE

**Doyle, M. Gertrude
Cambridge

ELEMENTARY TWO-YEAR COURSE

**Clarke, Rita E.
Manchester, N.H.

MAKING UP ABSENCE, CLASS OF 1931

Completing work on November 25, 1931

Curry, Frances A.
Cambridge

Gould, Marjorie S.
Warren

PRACTICAL ARTS COURSE, ADMITTED SEPTEMBER, 1929

(Three Years and One Summer)

Atkinson, Keith W.
Fitchburg

Driscoll, Wallace T.
North Weymouth

Dudley, Walter H.
Webster

Egan, Michael J.
Belmont

Eilertsen, Olaf M.
Worcester

Ela, Wilmar H.
Millbury

Gero, Marshall D.
Holyoke

Howard, John A.
East Northfield

Johnson, Leonard T.
Leominster

Kosciusko, Adam T.
Auburn

Masi, Charles R.
Franklin

O'Brien, William J.
Arlington

Rainka, John E.
Warren

Reilly, Robert J.
Revere

Smith, James H.
Adams

Sokolosky, Alexander K.
Greenfield

Suomala, Henry W.
Fitchburg

Torno, Willliam H.
Holyoke

Warner, Raymond, Jr.
Worcester

Wilson, George W.
Adams

Witherell, Carl T.
Arlington

**Special

Junior Class

JUNIOR HIGH SCHOOL COURSE, ADMITTED SEPTEMBER, 1930

(Three-Year Curriculum)

Aalto, Sally I.
Fitchburg

Antonelli, Frances P.
Fitchburg

Bachelder, Barbara
Townsend

Broome, Priscilla A.
Fitchburg

Clarke, Mabel H.
Fitchburg

Corrigan, Mary A.
South Lincoln

Donnellan, Marietta L.
Springfield

Dooley, Margaret M.
Fitchburg

Driscoll, Bernardine I.
Fitchburg

Fallon, Helene C.
Fitchburg

Flynn, Katherine M.
Springfield

Gallant, Margaret M.
Waltham

Gammon, Marjorie D.
Gardner

Gill, Alice
New Bedford

Gold, Helen M.
Holyoke

Hamalainen, Hilja H.
Orange

Hanninen, Toini S.
Gardner

Heinz, Irene
Waltham

Hekkala, Alice M.
Maynard

Hobbs, Jeanette E.
East Princeton

Kozyra, Stephanie
Southbridge

Kumin, Pauline E.
Athol

Landrigan, Alice H.
Cambridge

Lomax, Mary T.
Fall River

MacLean, Ruth J.
Fitchburg

Madden, Mary T.
Clinton

McGuire, Mae G.
Franklin

Schenker, Lillian M.
South Hadley

Shea, Margaret D.
Fitchburg

Smith, Eleanor E.
Fitchburg

Sullivan, Helena A.
Cambridge

Sullivan, Lorraine F.
Fall River

Tappin, Doris A.
Gardner

Tater, Gertrude
Fitchburg

Wagner, Eleanor M.
Fitchburg

Wartiainen, Sylvia H.
Westminster

Worcester, Ruth L.
Fitchburg

Zack, Minnie A.
Athol

Aho, Olaf W.
Ashburnham

Bennett, Warren D.
Charlton City

Bolduc, Paul P.
Worcester

Early, Luke J.
Worcester

Hempel, Carl H.
Orange

McGillivray, Kenneth J.
Worcester

McKenna, James W.
Worcester

McLaughlin, Peter J.
Worcester

Phillips, Gordon C.
Leominster

Shea, Harold S.
North Adams

PRACTICAL ARTS COURSE, ADMITTED SEPTEMBER, 1930

(Three Years and One Summer)

Anderson, Paul I.
Worcester

Avadanian, Charles
East Lynn

Capone, Domenic
Worcester

Carey, Paul F.
Worcester

Champney, Arthur G.
Taunton

Dacey, Ralph H.
Fitchburg

England, J. Irvan
Worcester

Felton, Clifton A.
Bolton

Glennon, John J.
Worcester

Haggerty, John B.
Adams

Hammond, James J.
Fall River

Harper, Arthur L.
Wellesley Hills

Kanis, Harry
Lancaster

Kearns, Austin W.
Adams

Larson, Frederick A.
Worcester

Mayo, Ralph C.
Worcester

Ponte, Edward P.
New Bedford

Riley, William F.
Worcester

Seymour, Daniel J.
Worcester

Skinyon Francis P.
Millville

Steeves, Frank J.
Fitchburg

Zukowski, Benjamin F.
Worcester

ELEMENTARY COURSE, ADMITTED SEPTEMBER, 1930

(Three-Year Curriculum)

Bunnell, Shirley E.
Holyoke

Donaldson, Bernice J.
Fitchburg

Geiger, Dorothy R.
Fitchburg

Lehto, Miriam O.
Maynard

Lightman, Rose
Pittsfield

Lynch, Rebecca J.
Leominster

McGee, Maude M.
Westminster

*Moreau, Yvonne M.
East Templeton

Murphy, Mary V.
Fall River

Rahkola, Toini
Leominster

Sawyer, Dorothy E.
Clinton

Senesac, Corinne G.
New Bedford

Shultis, Frances G.
Orange

Sullivan, Marguerite M.
Fall River

Sutcliffe, Ruth
Monson

Tikkala, Gertrude L.
Fitchburg

Yoffa, Charlotte
Gardner

SPECIAL, ADMITTED FEBRUARY, 1932

Rogers, Eleanor
Fitchburg

Freshman Class

ELEMENTARY COURSE, ADMITTED SEPTEMBER, 1931

(Three-Year Curriculum)

Aalto, Aune T.
Fitchburg

Balazy, Guinevere M.
Gardner

Capen, Gladys J.
Palmer

Cembalisty, Beatrice L.
Northfield

Drake, Betty M.
Shirley

Friedson, Rose L.
Gardner

Galica, Edna A.
Chicopee Falls

*Garland, Ruth E.
North Leominster

Hanks, Roberta J.
Winchendon

Harty, Gertrude M.
Holyoke

Holbrook, Florence S.
North Leominster

*Kendall, Elizabeth P.
Gardner

Kenny, Rita V.
Fall River

Lawrence, Betsy F.
Groton

Lorenzen, Margaret M.
Cambridge

Lundigan, Catherine C.
Leominster

McCaffrey, Margaret A.
Cambridge

Mitchell, Dorothy L.
Arlington

Moison, Helen B.
Groton

Moran, Leona
Clinton

Murphy, Marie G.
Chicopee Falls

O'Connor, Helen M.
Springfield

Pogoda, Blanche E.
Turners Falls

Shannon, Anne E.
Worcester

Sulkoski, Malvina F.
Holyoke

Thompson, Marvis E.
Farley

True, Martha E.
Ayer

JUNIOR HIGH SCHOOL COURSE, ADMITTED SEPTEMBER, 1931

(Four-Year Curriculum)

Barrett, Barbara F.
Leominster

Benson, Katherine M.
Leominster

Billings, Ruth P.
Leominster

Callanan, M. Grace
West Acton

*Calnan, Dorothy A.
Plymouth

Carr, Dorothy L.
Gardner

Clark, Anna
Fitchburg

Clark, Priscilla L.
Fitchburg

Conlon, Agnes T.
Clinton

Cullinan, Alice J.
Holyoke

Currier, Mary A.
Fitchburg

Davis, Evelyn F.
Fitchburg

Dormin, Rachel C.
Fitchburg

Dunleavy, Anna T.
Fitchburg

Ellis, Elizabeth L.
Leominster

Flaherty, Evelyn E.
Clinton

Fogarty, Irene M.
Fitchburg

Goguen, Alvida Y.
Westminster

Gowell, Barbara
Lunenburg

Hughes, C. Madeleine
Fitchburg

Laine, Ennie I.
Fitchburg

Lane, Charlotte E.
Gardner

Mackey, Winifred I.
North Leominster

Makela, Annie
Fitchburg

Mannix, Kathryn E.
Chicopee Falls

Marshall, Audrey A.
Leominster

May, Helen W.
Pittsfield

Maynard, Dorothy M.
Gardner

Michelman, Ruth L.
Springfield

Montgomery, Ruth L.
Ayer

Niemi, Ellen E.
West Townsend

O'Malley, Rita C.
Clinton

O'Neill, Frances J.
Fitchburg

Perlstein, Minnie S.
Shirley

Pollard, Natalie P.
Attleboro

Poulos, Bessie A.
Greenfield

Reagan, Rose G.
Fall River

Robbins, Virginia A.
Ashby

Royster, Edna R.
Brockton

Sheehan, Katherine M.
Leominster

Slattery, Margaret
Fitchburg

Splaine, Margaret M.
Groton

Stuart, Inez A.
Pepperell

Wright, Thelma
Townsend

Bixby, Arthur P.
West Groton

Carney, Thomas J.
Fitchburg

Condon, Thomas J.
Hingham

Corkum, Charles L.
Fitchburg

Cummings, Harold W.
Bolton

*DeOrsey, Russell F.
Fisherville

Domina, Donald E.
Townsend

Garrepy, Leo
Worcester

Glennon, Leo F.
Worcester

Hamilton, Robert
Wollaston

Howarth, Chester D.
Worcester

Laverdure, Vernon L.
Clinton

Lavery, Raymond A.
Fitchburg

L'Ecuyer, Herman A.
Fitchburg

Lee, Robert E.
Worcester

Ludwig, Carl E.
Fitchburg

Lynch, Edward G.
Fitchburg

McNayr, Irving G.
West Groton

O'Brien, David W.
Fitchburg

O'Connor, Paul X.
Fitchburg

Osheske, Bernard M.
Ansonia, Conn.

Palmer, J. Bruce
Chester

Parsons, Arthur L.
Gloucester

Peterson, Carl J., Jr.
Gardner
Poultney, George S.
Leominster
Remis, Stephen
Westford
Roy, Hector E.
Worcester
Smith, A. Fay
East Northfield
Southworth, Clifton M.
New Bedford
Tenney, Henry C.
Winchendon

PRACTICAL ARTS COURSE, ADMITTED SEPTEMBER, 1931

(Four Years and One Summer)

Ainsworth, Joshua Jr.
Winchendon
Baker, Henry H.
Chicopee
Belisle, Bernard R.
Adams
Chalmers, Robert H.
Adams
Cichon, Roman A.
Webster
Coakley, Walter E.
Worcester
Cogoli, John E.
Worcester
Connors, John J.
Worcester
Davis, Willard H.
Westfield
Gilhooly, Howard F.
Beverly
Hansen, Elmer S.
Bolton
Johnson, Emile S.
Leominster
Kady, John F.
Norwood
Lanza, Clemente A.
Leominster
LeBlanc, George W.
Palmer
Manning, Joseph F.
Walpole
Naumnik, Stanley A.
Auburn
Nelson, Anders R.
Fitchburg
Petrowski, Stanley M.
Gardner
Peverley, Ronald
Chester
Poeckert, Charles A.
West Roxbury
Riley, Paul
Worcester
Rockel, Henry F.
Clinton
Saulenas, Frank A.
Beverly
Shea, John F.
Woburn
Silver, Louis
Worcester
Spring, Thomas F.
Springfield
Teittinen, Aimo H.
Gardner
Towle, Donald S.
Worcester
Tracey, Donald J.
Gardner
Wales, Frederick C.
Beverly
Wassenar, Harold H.
North Uxbridge

*Indicates leaving before close of first semester.

Summer School Students 1931

Aalto, Aino A.
Fitchburg

Adams, Mabel
West Acton

Adams, Mabel L.
South Ashburnham

Alexander, Juliana
East Northfield

Anderson, John A.
Norwood

Andrews, Helen M.
Sharon

Anthony, Marion F.
Fitchburg

Anthony, Willis B.
Fitchburg

Antila, Signe
Fitchburg

Avery, Leone
Springfield

Aveyard, Emma L.
Springfield

Ballou, Ada W.
Sterling

Barnes, Frances N.
Winchendon

Barrows, Harry
Revere

Bigelow, Agnes M.
Westminster

Billings, Maurice P.
Westminster

Boland, Grace B.
Fitchburg

Bolton, Gertrude A.
Leyden

Bond, Elva
Greenfield

Borgman, Fritz E.
Waltham

Bourdon, Roland A.
Leominster

Boyle, Kathryn
Fitchburg

Boynton, Flora A.
Pepperell

Bramante, Santina I.
Fitchburg

Brooks, Rosadina
Berlin, N. H.

Brown, Caroline C.
Ayer

Brown, Helen M.
Fitchburg

Bruce, Rachel S.
Fitchburg

Burnham, Helen S.
Leominster

Burns, William J.
Leominster

Butt, Herbert H.
Orange

Buxton, Clara L.
Shirley

Buxton, Edna M.
Shirley

Campbell, Lilla H.
Greenfield

Campbell, Marion M.
Worcester

Canham, Blanche E.
Raynham

Carcano, Esther E.
Stow

Carney, Catherine L.
Greenfield

Carrigan, Gertrude I.
Ayer

Carroll, Thomas F.
Worcester

Cashman, Philip G.
Fitchburg

Cavanagh, Francis J.
Leominster

Cavanaugh, Joseph
Springfield

Chasteney, Esther W.
Fitchburg

Cheney, Bessie B.
Fitchburg

Clark, Harold A.
Sharon

Clason, Gunnar S.
Worcester

Clement, Ruth E.
Worcester

Coffey, Marion A.
West Acton

Collen, Paul R.
Orange

Conlon, Genevieve M.
Fitchburg

Conlon, James E.
Worcester

Conlon, Margaret E.
Worcester

Conroy, John X.
Leominster

Coughlin, Helen A.
Fitchburg

Crosby, Elizabeth M.
Lynn

Cunningham, Gertrude M.
Fitchburg

Cummings, Lena M.
Westboro

Curry, Ann B.
Cambridge

Dacey, Frederick
Agawam

Darch, Doris D.
Fitchburg

Davee, Miriam H.
Plymouth

Demers, Margaret
Laconia, N. H.

Demmon, Arlene
Fitchburg

Doherty, Alice
New Bedford

Donlon, Clara B.
Ayer

Dormin, Elizabeth A.
Fitchburg

Drake, Delmer H.
Hartford, Conn.

Driscoll, Adele
Fitchburg

Dwyer, Ruth
Fall River

Dyer, Lester J.
Clinton

Dyer, Marion K.
Leominster

Eldridge, Deane E.
Plymouth

Estabrook, Carrie I.
Westminster

Evans, Mildred A.
Shirley

Fairbanks, May B.
Clinton

Farrell, Cecelia
Leominster

Feen, Helen G.
Whitinsville

Fenno, Doris M.
Westminster

Fenton, Henry B.
Fitchburg

Fillback, Edward B.
Fitchburg

Fisk, Irene A.
Fitchburg

Fitzpatrick, Ruth A.
Fitchburg

Flanagan, Mary C.
Easthampton

Fookes, Ada
Leominster

Foskett, Alice J.
Orange

Gallagher, Eleanor E.
Leominster

Gallagher, Winifred I.
Leominster

Gibbons, Sara C.
Clinton

Gillespie, Nora R.
Clinton

Glaback, Jessie
Leyden

Goodwin, Drusilla
Townsend

Goodwin, Irene P.
Fitchburg

Gortner, Irene M.
Greenfield

Grant, George H.
Fitchburg

Gray, Kathleen E.
Shirley Center

Gregory, Maurice F.
Lancaster

Gutek, Albert J.
Fitchburg

Haley, Frances C.
Holyoke

Ham, Joseph
Portsmouth, N. H.

Heery, Julia C.
Shelburne Falls

Herron, Margaret A.
Greenfield

Hester, Irene A.
Clinton

Holt, Ronald F.
Gardner

Houle, Philip S.
Worcester

Huff, Pearl A.
Holden

McShane, Hannah G.
Uxbridge

Minkler, Doris C.
Derry Village, N. H.

Mitchell, Gladys J.
Hull

Mitchell, Grace E.
Wrentham

Mitron, Henry L.
Hyannis

Moore, Agnes
Beverly

Morgan, Helen C.
Fall River

Morrissey, Thomas F.
Worcester

Mullen, Agnes
Winchendon

Mullen, Katherine E.
White Valley

Murphy, Anna A.
Fitchburg

Murphy, Norrine C.
Westfield

Murray, George S.
Weymouth

Mylott, Winifred A.
Fitchburg

Nelson, Florence L.
West Acton

Niemi, Arno E.
West Townsend

Norton, Adah J.
Vineyard Haven

O'Brien, Charlotte P.
Fitchburg

O'Brien, Helen A.
Westfield

O'Connor, Julia A.
Fitchburg

O'Connor, Nicholas H.
Worcester

Oddy, Laura E.
Littleton

O'Horo, Mary V.
Fitchburg

O'Leary, James P.
Fairhaven

Oliver, Emma
Fairhaven

O'Neil, Julia G.
Ayer

O'Rourke, Frank J.
Quincy

Otis, Watson H.
Fitchburg

Parmenter, Bertha M.
Athol

Paulson, Edna May
Wakefield

Pepin, Esther M.
Fitchburg

Pernaa, Waino I.
Ashby

Peterson, Arthur F.
Worcester

Phillips, Grace B.
Fitchburg

Pierce, Bessie S.
Worcester

Pierce, Donald
Worcester

Pierce, Walter D.
Worcester

Pitkin, Gwendolyn C.
Westford

Polley, Edith M.
Leominster

Polson, Walter C.
Fitchburg

Porter, Howard M.
Greenfield

Potter, Dorothy W.
Fitchburg

Potter, Edith V.
Attleboro

Powers, Bernice A.
Leominster

Powers, Cornelius J.
Taunton

Prentiss, Doris A.
Attleboro

Provenzani, William J.
Fitchburg

Pryor, Alyce
Beachmont

Raleigh, Mary J.
Winchendon

Ranney, Orlana
Fitchburg

Ray, Susie C.
Gardner

Raymond, Ethel M.
Greenfield

Reed, James G.
Meriden, Conn.

Reeves, Irene
Leominster

Rice, Frederick G.
Fitchburg

Richardson, Arthur
Haverhill

Richardson, Lillian C.
Leominster

Rideout, Eva M.
Bowdoinham, Maine

Riordan, Elizabeth F.
Milford

Rivet, Marie A.
Lowell

Robbins, Ruth M.
Carlisle

Rogers, Catherine E.
Fitchburg

Rowe, Isabel C.
Clinton

Rynn, Julia F.
Ayer

Sautter, William N.
Fitchburg

Schaefer, Carroll
Worcester

Schiller, Johanna P.
Ashburnham

Sears, Louise B.
Taunton

Shaffer, Rose P.
Worcester

Shea, Margaret A.
Boxborough

Sheon, Estella M.
Athol

Sherry, Anna E.
Harvard

Simensen, Evelyn M
Winchendon

Sirrine, Helen E.
Housatonic

Slein, Alice G.
Wheelwright

Smith, James A.
Fitchburg

Smith, Leroy C.
Worcester

Smith, M. Lillian
Fitchburg

Smith, Marion W.
Westfield, Maine

Stavaski, Anthony T.
Greenfield

Stevens, Flora C.
Plymouth

Stoyles, William A.
Malden

Suhlke, Waldo E.
Fitchburg

Sullivan, Elizabeth F.
Ayer

Sullivan, Herbert J.
Fitchburg

Sullivan, William J.
Leominster

Sund, Thure A.
Worcester

Sundberg, H. O.
Worcester

Sutherland, Bessie B.
Milford, N. H.

Swantee, Mabel
Leominster

Tanner, Marion
Leominster

Taylor, Marion B.
Leominster

Terrien, Lillian R.
Willimansett

Tobin, Margaret
Littleton

Tordoff, Leonard
Quincy

Towle, Grace
Rocky Hill, Conn.

Trosterud, Harold A.
Fitchburg

Trottier, Gertrude
Fitchburg

Tully, Mary E.
Leominster

Tunis, Maud T.
Whalom Park

Turner, Mabel P.
Leominster

Tuttle, Della R.
Worcester

Valentine, Joseph K.
Taunton

Wagner, Alma
Fall River

Watson, Russell J.
Worcester

Watson, Ruth M.
Moores Corner

Wells, Evelyn B.
Shirley

Wheeler, Henry R.
Baldwinville

Hughes, Mary E.
Fitchburg

Hughes, Thomas J.
Fitchburg

Hulbert, Iola J.
Worcester

Innerasky, Florence R.
Fitchburg

Innerasky, May M.
Fitchburg

Jacobs, Lucy J.
Lawrence

Jarvela, Lila S.
Fitchburg

Jenkins, Phyllis M.
Quincy

Johnson, Mary
Leominster

Kelley, Ruth N.
Penacook, N. H.

Kempainen, Sulo A.
Fitchburg

Kendall, Dorothy G.
Worcester

Kielty, Katharine A.
Fitchburg

Killelea, Alice
Leominster

Killelea, John E.
Leominster

Killelea, Ralph M.
Bridgeport, Conn.

King, Jerome B.
Holyoke

Kinney, Ethel U.
Townsend

Kuniholm, Ina M.
Gardner

Lacasse, Ella J.
Orange

Lakso, Edward A.
Fitchburg

Lamb, Mabel E.
Fitchburg

Lane, Alice M.
Leominster

Lane, Alice S.
Fitchburg

Langelier, Evelyn
Bondsville

Larrabee, Carlton H.
Leominster

Lavery, Beatrice A.
Fitchburg

Lavery, Marie C.
Warren

Lawless, Inez
Leominster

Lawrence, J. Vincent
Fitchburg

Leach, Mary K.
South Ashburnham

Leach, Roland M.
Harvard

Lund, Marion G.
Malden

Lye, Bernice H.
Leominster

Lyons, Charlotte L.
Manchester, N. H.

Lyons, Katherine
Manchester, N. H.

Macdonald, Roderick E.
Leominster

MacFarlane, John B.
West Duxbury

Mack, Helen R.
Quinebaug, Conn.

Maillet, Leo
Fitchburg

Makela, Lina E.
Fitchburg

Marble, Mildred L.
Leominster

Markham, Elizabeth F.
Ayer

Marsh, Mary S.
Laconia, N. H.

Martin, Arthur I.
Whitinsville

Matthews, Mary F.
Westboro

McCarthy, Mary S.
Fitchburg

McCarthy, Richard A.
Ayer

McCormack, Juliet
Petersham

McHale, Norah H.
Webster

McIntire, Elva L.
Fitchburg

McIntyre, Hilda M.
Leominster

McKennelly, Abby
Hopkinton

McNally, John T.
Fitchburg

Wheeler, Jessie L.
Montague

Wheeler, Marjorie, E.
Shirley

Wiggins, Bertha E.
East Derry, N. H.

Wilkinson, Leonard R.
Worcester

Willard, Owen E.
Leominster

Wilson, Caroline F.
Millbury

Wingate, Louise
Fitchburg

Wood, Emily
East Rindge

Woodard, Marion A.
Greenfield

Wynn, Cyril E.
Gardner

Young, Rena H.
Laconia, N. H.

Young, Ruth C.
Leominster

Young, Ruth E.
Laconia, N. H.

Summary 1931-1932

SENIOR CLASS	Women	Men	Total
Junior High School Course	37	7	44
Practical Arts Course		21	21
College Graduates Group	3	3	6
Three Year Elementary Course	1		1
Two Year Elementary Course	1		1
Making up absence time, class of 1931	2		2
	44	31	75
JUNIOR CLASS			
Junior High School Course	38	10	48
Elementary Course	17		17
Practical Arts Course		22	22
Special	1		1
	56	32	88
FRESHMAN CLASS			
Junior High School Course	44	30	74
Elementary Course	27		27
Practical Arts Course		32	32
	71	62	133
Total Number of Students	171	125	296
SUMMER SCHOOL STUDENTS			
Diploma and Degree Credit Courses	199	82	281

SUMMER SESSION CONDUCTED BY VOCATIONAL DIVISION, DEPARTMENT OF EDUCATION — JULY, 1931

	Women	Men	Total
First Week	112	253	365
Second Week	50	62	112
Third Week	107	52	159
Fourth Week	94	52	146

PRACTICE SCHOOLS	Girls	Boys	Total
Junior High School	79	98	177
Kindergarten	15	26	41
Grades 1—6	206	220	426
	300	344	644

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